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ABSTRACT

Three documents are presented that deal with planning for the community college system in Vermont. "Central Vermont Regional Site Planning" discusses the populations to be served, geographic location, program emphasis, and interagency linkages. Goals, operational responsibilities, action steps, evaluation, staff responsibilities, and a time frame are covered for each of the four topics. Program priorities are listed as introduction to learning, career choices, contracting for a degree, personal effectiveness, and personal growth. In "Planning, 1973-1974, Northeast Kingdom Site," the following are discussed: (1) size of student body, (2) geographic location and expansion, (3) interagency linkage, (4) target population, and (5) educational approach. Appendices concern techniques to reach the target population; activities with interagency contacts; and student, teacher and learning support systems. "Southeast Site, 1973-74 Goals" deals with: (1) limits on the size of CCV student body; (2) vacation; (3) geographic location and expansion; (4) interagency institutional linkages; (5) the population to be served; (6) overall educational approach; and (7) commitment to instructional objectives, credits, competency-based education/documentation. (KM)

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COMMUNITY COLLEGES OF VERMONT:

PLANNING

[1973]

JC 730 233

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Central Vermont Regional Site Planning

I. Whom Shall We Serve?

"As a Community College, we want to raise the level of awareness on issues of import to our communities through a variety of educational programs. A minimum of 50% of the time and effort of the staff and 50% of the programs will be directed toward low access people. Low access is defined as persons with low income, low self concept, negative attitudes toward previous education, lack of money and/or self confidence to negotiate the system."

Operationally

1. Outreach efforts will concentrate on low access groups: to determine ways CCV can respond to their needs, and to inform them of opportunities available to them. Programs of general appeal will be developed around individual and community concerns (i.e. O.J.T., independent studies, classes).

2. Special support above and beyond the normal academic advising will be offered to low access students as needed, including: frequency of contact, student support groups, tutoring, home visits, assistance with class attendance problems, such as transportation and babysitting.

3. Teachers will be oriented toward ways to encourage the reticent students. Preference in choosing qualified instructors will be given to those persons demonstrating sensitivity to low income problems.

4. Special programs will be offered of particular interest to low access groups. At the same time these individuals will be encouraged and supported to take part in all aspects of interest to them in the CCV.

5. Continuing effort will be made to serve the needs of a broad spectrum of the community.

Regional Site Programs and Action Steps

1. Outreach: Staff will put themselves in touch with individuals and groups of low access, and with agencies serving them to determine appropriate areas of service. Media will be used for wide outreach. Local networks of communication will be used in target neighborhoods. Low access students will be advised to sit on local advisory committees to help plan curriculum. Friends and families will be invited to all college meetings and special events. Occasional newsletters will be issued about happenings in the Community College. However, major outreach through student peer contact will be encouraged by the quality program offered at CCV.

The course listing will attempt, through acceptable language and tone, to emphasize CCV's purpose to provide opportunity for individual growth. Counselors will help individuals identify productive and satisfactory learning opportunities. A range of learning options will be provided, including on-the-job training, independent studies, interpreting and documenting past experience toward a degree, intensive group learning experiences, workshops, mini-courses and semester classes.

2. Support Services: Staff will maintain close contact with target students and their learning needs through class visits, meetings with students in small groups, all-college meetings and individual appointments. Additional counseling support will be made available through enlisting faculty, other students and RSVP volunteers. Johnson State College students will assist CCV by using student contact as a practicum for their course in counseling, or as an option through the Office of Volunteer Programs.

Staff will esteblish on-going records in order to facilitate productive contacts and to help identify problems.

Counselors will carry the number of students they can serve well, and this load will vary with the needs of the student and with the individual counselor.

3. Teacher Orientation: A workshop will be held in the fall for teachers in Central Vermont. It will be designed to explore the many dimensions of creative teaching with adult learners. Periodic meetings will be held throughout the year in order to provide forums for sharing faculty experiences and to bring in resources to add to faculty effectiveness. Topics will include CCV educational philosophy, techniques of engaging the newly returned learner, setting individual objectives, evaluating student performance. Maintaining a variety of teaching approaches will help assure appeal to the disparate needs of individuals.

Frequent contacts with teachers will help staff to spot incipient problem areas. On-going evaluations of teacher performance by students and staff will help to keep the teacher in tune with students' needs.

In selecting teachers, emphasis will be placed on sensitivity, responsiveness, flexibility, in addition to professional qualification and knowledge of the field.

4. Special Programs: Brookside and its branches will continue to be a major commitment, as will be programs to serve Public Service Career employees, New Careerists, VSHers, ABE graduates, teacher's aides, Headstart parents, etc.

A number of special events will be planned with the express intent of introducing the possibilities of the CCV to a wider audience in the target population. Efforts will be made to enlist new segments of the community in planning these events.

Vocational education programs will be expanded as use of facilities can be acquired.

5. Serving the needs of a broad spectrum of the community: This will take place through a continuing needs assessment. Data will come from present students and faculty, as well as from those indicating interest through word of mouth or over the phone. We will also make use of information from agency contacts, the ever-widening involvement of community people in cooperative programs, local advisory groups, regional site review committees. Staff knowledge of individual areas of the state will be used as well to build programs for different interest areas in the communities served by CCV.

Present community trends which are stirring educational needs are: movement toward the open school, environmental concerns, pre-retirement planning, understanding the adolescent, adult vocational education, certification of paraprofessionals. In each case, community people involved will be invited to help the CCV design useful programs.

Regional Site Evaluation

1. Outreach: assess the amount of individual member's time in outreach and program development or implementation for the target group.

The number of target students involved in regional site planning will be checked.

Feedback will be solicited in the semester-end evaluations on the service of CCV in helping students to find and carry through successfully satisfactory learning experiences.

A check on the number of target students in the different types of learning options will be attempted.

2. Support Services: Periodic assessment of the total number of target students receiving special support will be made. At the end of each semester, methods of making contact (i.e. class visits, small groups, large groups, individual counseling) will be evaluated for their effectiveness in helping the students to clarify goals, to plan their course of study and to feel confident about themselves and their ability to learn. Auxiliary counselor help will be recorded and evaluated in a similar fashion.

The format for keeping on-going records of student contacts will be reviewed mid-year and revised as needed to fulfill the purpose of facilitating positive and productive contacts with students, who may be seen by a number of CCV staff members.

Counselors will keep tract of the number of students for whom they have primary responsibility and the nature of that relationship: i.e. contracting, academic counseling, academic advising, tutoring, locating resources, etc.

3. Teacher Orientation: Semester-end evaluations of teachers will provide a general assessment of the effectiveness of the selection and assistance of teachers. The specificity and keenness with which teachers articulate objectives and evaluate student performances and recommend further participation for the student will be another measure of the effectiveness of the teacher orientation programs.

4. Special Programs: will be evaluated in terms of the quality of experience (knowledge, skills and attitudes gained, growth in self confidence, broadened horizons of interest) of individual students involved in them, and in terms of the ratio of students served to staff time. Evaluation will also focus on the increased ability of students to participate more independently in a wider range of learning settings.

5. Assessment of how well the CCV is succeeding in serving a broad spectrum of community needs and interests can be made by: evaluation of each program by participants, profiles of student population (made up each term) with regard to income level, occupation, aspirations, sex, age, geographic location, course offerings in relation to demands from a variety of sectors; catalogue of results of taking CCV courses - advancement or new jobs, new interests, improved ability to cope, new skills, improved relationships, greater understanding, etc.

Regional Site Staff Assignment and Responsibilities

1. Outreach: All staff will be involved in outreach to low access persons. Warren Needham will take special responsibility to develop a systematic approach, building on his interests and established connections. Marilyn Turcotte will be looking for participants for entry-level Brooksides, supervising tutoring of basic skills and will handle the follow-up of ABE graduates. Ron Hale will be developing on-the-job learning opportunities as a new study option. Jon, Don and Margery will be working with agencies serving low access people in developing curriculum suitable to their needs and interests.

2. Support services: Clo Pitkin will take the leadership role in developing and managing the counselor/student service for the site. All staff will participate in student meetings, and in class visits as called upon. Peggy Williams will have major responsibility for students in Lamoille county and at VSH. She will supervise the Johnson State College student volunteer counselors. All staff will take part in the on-going records of student contacts, and in contributing data for evaluation. Emily will be in charge of records.

3. Teacher orientation and selection will be coordinated by Don and Jon, with the cooperation of all of the staff.

4. Special programs: Marilyn will spend 40% of her time in coordinating entry level Brooksides. Clo will work with spin-off Brooksides. Clo will as well pioneer the formation of student support groups. Marilyn will oversee GED preparation, preferably through referral or procuring volunteer help for individual tutoring.

Warren, Marilyn, Ron, Don and Jon will brainstorm a number of special events to attract target people to the opportunities of the CCV. Warren and Ron will explore needs and possibilities in

vocational education.

5. Service to a broad spectrum of community needs will be the concern of all of the staff, with the particular efforts of Margery, Don and Jon assuring wide involvement of the community.

Regional Site Program Time Frame

1. Outreach through a continuing process will be concentrated at the beginning and end of each semester. Needs assessment will occur at the end of semesters when planning is done for the following term. The heavy time for making contact with potential students and for interpreting learning possibilities will occur betweem the time the courses are set and classes begin.

2. Support services are most active during the semester, although they become year round as students commit themselves to the CCV. Evaluation of methods is a post semester activity.

3. Teacher orientation begins with the first contact with the prospective teacher. Group workshops will be held pre-semester, on-going training and sharing during the semester. Evaluation will be continuous, but will be summarized at the end of the semester.

4. Special programs will be interspersed throughout the year, some occuring during semesters. Each will be evaluated at its conclusion; the idea as a whole at the end of the year.

5. Plans for serving community needs will be in various stages of development at all times. They will jell into specific courses and events to coincide with the semesters.

II Geographic Location

Regional Site Goal Statement

"To serve in Washington and Lamoille Counties when, where and to the extent that we can be most effective balancing student interest, available facilities and accessibility."

Operationally

1. We shall concentrate classes in the areas which are the population centers for the two counties, at the same time encouraging nuclei of interests in outlying towns, and responding to expression of group interest elsewhere. Student and faculty meetings will be scheduled in a variety of places.

2. We will emphasize the development of cooperative programs with the high schools, especially the Area Vocational Centers.

3. There will be another effort at establishing an outreach office in Washington County.

4. Registration will be held at a number of locations.

5. Persons from a variety of geographic areas will be invited to participate in the Local Advisory Committees and on the Regional Site Review Committees.

6. Efforts will be made to expand the use of community facilities.

7. Efforts to draw Central Vermont together as a site will continue.

Action Steps:

1. Classes will be scheduled in Barre, Montpelier, Waterbury, Morrisville, Hyde Park, Johnson and Jeffersonville to give access to the greatest number of students.

Negotiations will continue with Barre Town and Williamstown and Cambridge to set up courses designed around their particular needs.

Service in smaller communities will build on the efforts of local organizations, such as have occured in Worcester, Northfield, Twinfield, Graniteville and Garfield.

2. CCV staff will seek to plan cooperatively with the continuing education programs of the high schools. Proposals for shared courses and facility use will be made to the Lamoille and the Barre Area Vocational Centers.

3. Counselor office hours have been set up in the past in the Barre Learning Center and the Montpelier Coffee House. However, not much use has resulted from this effort. We would like to try again to make CCV as geographically accessible as possible. Staff will make a study of the possibilities and plan a publicity program in connection with the opening of any new location. Barre, as the most populous city and with a high proportion of low access people seems a likely choice.

4. Registration will continue to be available at three locations in each county.

5. Local Advisory Committees and Regional Site Review Committee will be scheduled in a variety of places to encourage participation from diverse corners of the counties.

6. Visits will be made to community leaders in Morrisville to locate available facilities. Pressure will continue on the vocational centers to open up their resources. Efforts will be made not to overuse any private facility, but to continue to widen the available resource bank.

7. Staff will alternate regular meetings between the two sites. Staff members located in one county will attend student and faculty meetings in the other county on occasion. Community people from both counties will be included in the LACS and Regional Reviews. The design of student and teacher activities will be shared, though not necessarily identical.

Evaluation

1. Attendance records at classes and CCV events will be checked against the geographic location. A file will be set up for student comments and suggestions on locations.

2. The number and nature of cooperative efforts with high schools will be noted, along with their results. Any progress with the Area Vocational Centers will be hailed and asterisked!

3. If an outreach counseling office is set up, the number and nature of the contacts will be reviewed. Would these people have travelled to U-32, or preferred a home visit? or an after class rendezvous? How has the problem of records been handled? Has staff teamwork suffered? Have new low access people been reached?

4. Numbers registering in each location will be recorded, along with staff comments on the atmosphere for the student, and the accessibility. An additional question, concerning the convenience, atmosphere and comfort of the class meeting place will be included on the questionnaire about CCV which the student is asked to fill out at the end of his term with us.

5. Participation by town in the Advisory and Review Committee will be noted for purposes of compiling geographic representation.

6. A pattern of the use of community facilities over the past two years will be drawn up, indicating widening or retracting trends and their reasons.

7. Inter-county visitation by staff will be assessed for its helpfulness. The feasibility of involving people cross-county on committees will be evident by the percentage of those participating to those invited. Joint TSS and SSS planning for the two counties will be assessed for its helpfulness in providing wealth and rigor of ideas and solid methods for carrying these out.

Staff Assignments

Don, Jon and Margery will schedule classes as indicated with suggestions from other staff. All staff will be alert to possible groupings around special interests in the smaller communities.

2. Don, Jon and Peggy and Margery will work out avenues of cooperation with the high schools. Add Warren to that list for Area Vocational Centers.

3. Clo, Warren, Marilyn, Ron and Margery will explore the outreach office.

4. All staff will be involved in registration.

5. All staff will suggest possibilities for Regional Site Review and Local Advisory committees. Margery and Don are responsible for the final makeup of them.

6. Don, Jon and Margery are responsible for the location of facilities, with suggestions from the staff.

7. All staff are involved in the creation of the Central Vermont Site.

Regional Site Program Time Frame

1. Planning for the fall semester in concentrated in June and July. Planning for the spring semester is concentrated in November and December. Meetings for students and faculty take place for the most part just before and during semesters.

2. Cooperative planning is both long term and short term. Much has taken place over the last year and is going to continue year round. Specific negotiations coincided with semester planning.

3. The outreach office effort will be made in September, in time to announce to the new students.

4. Registration takes place two to three weeks before classes begin.

5. Local advisory Committees may meet any time, as subject areas need developing. Many meetings will be scheduled during the semester planning periods. Regional Site Review Committees meet as students study plans are ready. This may be any time except at the beginning of a new semester, and there will be at least one Committee meeting each term.

6. Facility arrangements are in part long term, and in part are concentrated during semester planning.

7. Building the Central Vermont Site is a year round endeavor.

III CCV Program Emphasis

Regional Site Goal Statement

" The Central Vermont Site is committed to serving the needs of low access people, and a broad spectrum of the community, in the places where they are and with the programs they require as determined by a multi-level needs assessment."

Operationally

Optimally, and hopefully eventually, program emphasis will be totally responsive to the needs and interests of students. Although student response has been excellent, our means of getting this data now are insufficient. We are in touch with only a few od the potential body of students in Central Vermont. Experience has shown that most of these only have hazy ideas of what they want. We need to learn how to help them clarify what will be rewarding to them, and we need to be in communication with larger segments of the low access community. Those with greater access also tend to be more forward and articulate in expressing their requirements.

Presently, needs assessment is based partly on individually expressed student needs and interest, partly on program needs - the development of competencies in areas that students elect, partly on community centered needs - identified by LACs and staff, partly on employment opportunities - often suggested by agencies, and in part on hunches for horizon stretching.

Program Priorities indicated from these sources are:

1. INTRODUCTION TO LEARNING
   - Brookside and branches
   - Student support groups
   - Special events

2. CAREER CHOICES
   - Community Mental Health
   - Education
   - Counseling
   - Business and Accounting
   - Secretarial Skills
   - ESP

3. CONTRACTING FOR A DEGREE

4. PERSONAL EFFECTIVENESS

   Home Arts:
   Including - auto mechanics, plumbing, wiring, bicycle repair, cooking, nutrition, sewing, budgeting.

   Environmental Issues:
   Knowledge and appreciation of the natural environment
   Understanding the laws and technical aspects.

   Basic Skills:
   Reading, writing, gathering information, organizing information, mathematical principles.

   Human Relations:
   Understanding self, others, family and work relations.

   Pre Retirement planning

Social Issues

5. PERSONAL GROWTH

Arts
Literature
Languages
Humanities
Natural Sciences
Physical Arts

Regional Site Action

1. Budget staff time and resources to plan and carry out learning how to learn programs, and special events which will motivate people to further their learning.

2. Provide courses and other opportunities for students to gain the competencies needed for the career of their choice.

3. Develop techniques for contracting in groups and offer opportunities each term.

4. Provide courses and opportunities for people to develop self confidence, and skills and understandings needed for a growing sense of personal effectiveness. Positive attitudes of the staff towards students and CCV policies and procedures which demonstrate respect for the student are important to this priority.

5. A course for PERSONAL GROWTH may also fulfill career requirements or lead to greater personal effectiveness. Some students start with a very personal goal and go on to other studies. Contrary to some institutions, CCV considers Personal Growth to be as central to education as any other course motivation. It may be, however, that non-CCV Continuing Education can offer thebulk of the PERSONAL GROWTH courses.

Evaluation

Student end of course evaluations will provide the best information about the goals that were met for the individual and how successfully. Course enrollment is another clear indicator of whether or not the program is meeting the needs and interests of the clientele we hope to serve.

INTRODUCTION TO LEARNING programs will be evaluated on how ready the students are to go on to the next steps. Career programs will be assessed in relation to the competencies they are designed to build. This will emerge in the Regional Site Review Committees as student contract preparation is discussed with the panel. Success in developing the contract procedure will be judged by the increased confidence of counselor and students approaching the task, and by the quality of the student's plans. Personal growth may be better evaluated in terms of new inderstandings and horizons.

Responsibilities

1. Marilyn will take the lead in planning entry-level Brookside and Clo the spin-off Brookside. If more staff is available, some Brookside type program will be carried out in Lamoille County under the directior of Jon Cloud.

2. The Assistant Coordinators will plan courses to build competencies described in the degree program, with the guidance of local advisory committees. Ron Hale will develop the Extramural Studies Program, and Peggy Williams will be responsible for the VSH externships.

3. Counselors will be responsible for contracting, with help for this task from other staff as time permits.

4. The Assistant Coordinators will set up learning opportunities in the area of PERSONAL EFFECTIVENESS. Warren will be consultant on industrial arts, Marilyn on basic skills and Clo on human relations skills.

5. The Assistant Coordinators will plan courses in a variety of areas of PERSONAL GROWTH.

Time Frame

Priodities are in the making throughout the year, as far as programs are concerned. Each semester adds more weight to the need for sequencing, i.e. serving our present students in an orderly developmental way. This information is available toward the end of each term. Staff is also committed to a continuing out-reach to low access students. This may happen any time, through special events, inquiries, meeting friends of students, speaking to groups or through evaluations of the on-going programs. Broad spectrum community needs, such as pre-retirement planning may develop at a pace set by the community people involved.

In general, staff will seek to schedule programs within the confines of two 15 week semesters and a summer term of 8 weeks. Variations will be made when it seems to suit the needs of the students or the program.

IV Inter Agency Linkages

Goal Statement

"Central Vermont would like to cooperate with referrals, needs assessment, and planning and delivery of programs, with all agencies which serve adult education needs in the area."

Operationally

Central Vermont Site will continue the substantial relationship that it has with Johnson State College, Public Service

Careers, New Careers, Mainstream, Vermont State Hospital, U-32, Headstart, ABE, Extension Service, Employment Security, Norwich University, Goddard College, Planned Parenthood, Human Resources Council, Vocational Rehabilitation, Vocational Technical Advisory Council, Wood Art Gallery, Arts and Crafts Service. It will try to reach out further to neighborhood and professional groups which are in touch with low access people.

Action

1. Keep abreast of the changes in program and personnel of the above organizations, and alert to avenues of cooperation. Call an information sharing meeting once or twice a year.

2. Check in with each on CCV planning (for programs), and communicate full information of each semester's offerings.

3. Invite members of the above agencies to serve on CCV review and planning committees.

4. Identify new linkage prospects and include in above steps 1-3.

Evaluation

1. In-process evaluation will occur within the relationship with each organization. Have we adequately handled the CCV/Johnson AA program? What are the problems? How many PSC enrollees have we served beyond the clerical skills training and how well? Are we in touch with all new careerists and are we meeting their needs? In each case, we shall search out the programs and plan to overcome them.

Year end evaluation will look at the total pattern of inter-agency linkages. How many students, and how many of low access have been involved? What programs have been affected, and how? How much staff time has been consumed in relation to the advantages? What PR effects have been noted?

Responsibilities

Margery will be responsible for the inter-agency contacts, with the help of the staff, particularly Warren for Headstart, Marilyn for ABE, Peggy for VSH, and the Johnson AA program, and Lamoille agencies, Clo for the Human Resources Council and Don for the Arts and Crafts Council.

Time Frame

Interagency contacts are on-going. Important communication times occur during semester planning and during the registration period. Information sharing meetings might be held in the summer, and again in January. New organizations will be identified in the course of planning special events - such as the Green Acres Tenants Association.

In addition to the goals addressed in this plan, it is the intent of the Central Vermont Site to allow room for each staff person to exercise his interests and talents as effectively as possible toward the common goal of service to students - allowing room for maximum creativity within a structure of communicated expectations, and constant sharing of information.

PLANNING

1973 - 1974

Northeast Kingdom Site

I. Size of student body

1. Develop a procedure to determine a limit on the number of CCV students which takes into account staff capabilities and quality performance. "Quality performance" to be defined.

2. The number of students we serve will be determined by counseling contact time and adjusted if necessary on the basis of teacher contact time. Quality performance is defined as an initial interview with all target population students and continued contact for those pursuing further study.

3. a) Each full-time counselor will counsel 122 target population students per trimester.
   b) The Northeast Kingdom will serve 1240 students in the next year.

4. There are two considerations in moving toward our goal. We need a good outreach system and we need a good product to meet student needs when they arrive.
   The outreach system will be designed so that 80% of our personal outreach will go toward the low income section of our target population. (Appendix A)
   In order to ensure a quality product which will attract target population students we will monitor special target population students in an attempt to cut the drop-out rate for learning related causes. Thus we hope to increase the number of returning target population students. The monitoring would be accomplished through a combination of class attendance records, teachers notifying us when previously designated individuals miss class, and close immediate counselor contact with these students. Target population will be flagged in the files with a special marker. At the beginning of each trimester each counselor will design a plan of contact including tentative numbers and dates as a guide. One counselor will be assigned to monitor this process.

5. Evaluation will be based on how close we come to our goal of increasing low income attendance by 20% over last term. It is also our goal to increase returning target population students by 15% over the next year. All target population students must be contacted at least once per trimester.

6. It is the responsibility of the counselors to meet with students. One counselor will be assigned the task of checking periodically on the progress of this task. The Teacher Support staff will design an attendance and reporting system which will meet the counselors' needs in this area. The secretary will design a marker system which satisfies the needs of the counselor monitor.

7. The total program in this section will be implemented prior to the start of the fall trimester. Per trimester enrollments will be fall-415, spring-550, summer-275. Evaluation will be done prior to the end of each trimester in time to be used for the following terms planning.

II. Geographic location and expansion

1. It is the intent of CCV to serve all Vermonters of low access, given resources.
First, we want to get better at what we are doing where we are now. We want to define a satisfactory staffing pattern in a Regional Site. This would include a re-evaluation of Site location leading to possible geographic re-organization of Sites. Then we will work on a process for choosing and developing a new Site.

2. In keeping with the all-college goal, it is our goal to put our major emphasis in areas where we already exist, but to begin to make exploratory minor efforts into other areas. Toward this end we will be one administrative unit with two offices. Our planning will also give more attention to those areas where there are more Vermonters of low access.

3. In specifics, this means that for staff time, and for course offerings, we will follow these percentages. The Newport area, St. Johnsbury-Lyondon area breakdown will be equivalent, 50%. Within the Newport area, Newport - 1/3, Barton - 1/3, Island Pond - 1/6, Canaan - 1/6. Within the St. Johnsbury area, St. Johnsbury-Lyndon - 2/3, Hardwick - 1/3.

4. To ensure these objectives a team of two counselors and one teacher support staff will operate out of both offices. All administrative and record keeping functions will be at Lyndonville, although part-time clerical help will be provided the Newport office. The Coordinator will divide his non-office, i.e. non-paperwork, time between the two areas.

5. Evaluation will be a numerical comparison of courses offered vs. those planned. We will also attempt to assess the validity of our planning by examining the response to our offerings. If our planning is adequate our offerings will be in proportion to the demand.

6. For staff assignments see #4.

7. The objectives and actions in this goal area will be implemented starting with the fall trimester. Due to new personnel the teacher support functions will be divided in the fall with the southern NEK Teacher Support staff responsible for 1/2 of the courses in the north NEK, and the Coordinator assisting in Canaan. The full and equal division will exist for the winter term.

III. Inter-agency linkage

1. Continue to develop existing contacts with agencies and set priorities for new contacts in relation to sharing resources and programs, and developing new programs.
Develop agency and program linkage with Vocational Education.
The CCV should be building reciprocal cooperative relationships with other educational groups and institutions.

2. It is our goal to establish new major linkages to educational institutions and to maintain particularly those educational linkages, but also others which already exist.

3. We will develop and run an educational program at Lake Region Union High School which effectively utilizes their resources, and adequately meets the needs of the target population within the school district to their and our satisfaction. We will in addition make one positive cooperative venture with North Country Union High School. We will develop and expand contacts and liasons with the Department of Employment Security and with OCCSA. We will maintain our positive relations with Lyndon State College, Canaan High School, Hardwick Resource Group, the St. Johnsbury Junior High School and North Country Learning Center.

4.
5. } See Appendix B
6.

7. Lake Region development will be planned in the summer and implemented in fall, 1973. It will be continued through-out the year. The planning and development of the North Country program will occur during the fall term with implementation planned for the spring term. Each of the other projects will be year long.

IV. Target Population

1.

a) CCV is open to all Vermonters with a significant portion of our effort directed to persons of low access: defined as those with low income, low educational background, low self-concept, negative attitude toward learning, lack of confidence and competence to negotiate the system, geographic in-accessibility, and time constraints.

b) The CCV will set a time to examine the experience to date in reaching and supporting the target population students, and to regularly examine and evaluate this.

c) Outreach to the target group is to be explicitly defined by staff time and effort involved in serving each group. The CCV wishes to emphasize potential student groups with multiple access problems.

d) Increase attention to target population males.

2. From among the all-college goals we selected as our first priority low income students. With a second equal priority on geographic inaccessibility and low educational attainment However, it was also a goal to include as students, although not seek out, non-target population students.

3. One-half of our student enrollment will be low income. Fifteen percent will have geographic inaccessibility, and fifteen percent will exhibit low educational attainment. Twenty percent will be non-target population.
Each target population person should be seen for an educational planning session by a counselor each trimester. beyond the initial contact counselor time and effort should be developed to those pursuing further study.

4. Actual operations are described in I. #4.

5. In process evaluation will occur after each term and will be based on comparison between our objectives as percents and our results.

6. One staff person will be assigned to devise and monitor the outreach program, and a counselor will be assigned to evaluate the student monitoring system.

7. It is hoped that our objectives will be constantly attended to throughout the year.

V. Educational Approach

1. The CCV will offer courses on demand with emphasis on at least the following groups:

    1. Existing target population students without contracts.
    2. Contracting students.
    3. Courses which attract new target population students.
    4. Courses which meet the particular needs of the individual communities.

2. We subscribe wholly to the CCV goal statement. In addition our education system will be designed to make target population students more comfortable with our educational availability and process. It will include a greater administrative role for teachers, and an organized system of monitoring learning. It is our overall goal that learning experiences which we set up will meet student needs both in terms of content and process.

3. The needs of this group..... will determine this % of our total courses.

a.	contracting students	20%
b.	previous students	30%
c.	new target population	30%
d.	community at large	20%

    Returning target population students will increase by 15% over the course of the year.

4. Counselors will survey classes prior to the end of courses, and will survey contracting students and their contracts to determine their needs. All staff will take part in surveys of potential target population groups and other community groups to asses their needs. The Planning Board is a central group in this process.

    For specific learning systems delivery see Appendix C.

5. Evaluation will be based on student feedback forms and the percentage of increase of returning students.

6. Staff assignments are defined in Appendix C.

7. The processes outlined here will be operative starting in fall, 1973.

APPENDIX A

Thus in addition to our regular outreach methods of posters, bulk mailing to students, radio and newspaper ads, we will utilize the following techniques:

1. Call all low income students with phones and ask them to call a friend whom they think might be interested in a course.

2. Every low income member of the Planning Board, plus the Executive Committee of the Low Income Association and OCCSA Board should be personally contacted.

3. Mailing to also go to the Low Income Association mailing list and to OCCSA Mainstream, Neighborhood Youth Corps employees.

4. Personal delivery of course lists to Moonlight Ridge residents, Bear Mountain apartments, the major trailer parks.

5. Mailing with special letter to selected Department of Employment Security, Department of Social Welfare people.

6. Special article, with emphasis to target population in OUR VOICE, COOP NEWSLETTER, THE ADVOCATE.

7. Personal contact with every community aide and with all of OCCSA's outreach workers.

8. Registration will be the first night of class, so students will not have to make an extra trip for a very limited purpose.

APPENDIX B

In specifics in terms of activities and staff responsibilities our inter-agency contacts are set out below.

1. Lake Region Union High School. We will run courses using their facility and their faculty where possible. We will send specific course lists to the Lake Region Union High School district. Contacts there will be administered by the Coordinator.

2. In order to meet our goal at North Country Union, Peter Garon and Paul Richter will meet with appropriate North Country people using Margery Walker to help iron out details.

3. Department of Employment Security, OCCSA, and Hardwick Resource Group contacts are all for the purpose of increased referrals to CCV. In addition, we would like to possibly use their facilities. John Findlay will be responsible for Department of Employment Security, and Sig Lonegren (one day per month) for Hardwick Resource Group. Peter Smith will work with Tom Hahn, and other staff including Paul Richter, Lorene Chicoine and Peter Garon will maintain close contacts with other OCCSA staff. In addition, we will attempt to revise previous plans for Parent-Child Center aides, and to begin discussion of a special program for Neighborhood Youth Corps students.

4. Peter Garon will be responsible for maintaining our ability to use the St. Johnsbury Junior High for office and classroom space.

5. Develop Canaan more fully as a community resource - evaluation is on basis of integration with their system - Peter Garon is responsible on a one day/month basis, with slightly more priority to start fall trimester.

6. Lyndon State College - Using liason group and individual meetings with faculty to increase our positive image among staff people. Peter Garon responsible using appropriate staff to help develop liason where they have contacts. Expand our acceptance.

APPENDIX C

A. Student Support System

1. Each Target Population person will be seen by counselor. (each counselor set up number and time limits.)

2. Repeat meetings with those desiring more education. Counselors should attempt to work with groups of people rather than too heavily with one or two students.

3. Should include observation of students' role as learner in classroom.

4. High percentage of face-to-face contact.

5. Development of student identity events - meetings, NEWS SHEET, using them to help us.

B. Teacher Support System

1. Orientation of teachers through individual meetings with all teachers and a teacher workshop.

2. An in-process training system will be designed using June Elliott.

3. There will be a minimum of one classroom contact with teacher during objective-setting session.

4. Weekly calls to all teachers, with appropriate records being kept.

5. Final evaluation presented to staff for their action.

6 6. Teacher Support staff will find teachers, space (with assistance from Coordinator), and make arrangements for materials and everything related to setting up class.

7. Teacher Support staff will set up monthly rap sessions for teachers.

Learning Support System

1. All staff divide first nite visits - each class must be covered if possible.

2. Teachers do attendance records and evaluation forms to and from students.

3. Class assistant who is called weekly by counselor.

4. Teachers notify us of missed attendance - two missed for unexplained reasons, and counselor calls the student.

5. There will be a final class visit to give information on new courses to students.

Southeast Site

1973-74 Goals

I. Limits on the size of CCV "Student Body."

- Site should serve a maximum 350 students
  the maximum in each town - 100 students
  the maximum in Windsor Prison - 50 students
  note: these are students - not course places

- Of this "Student Body" we will offer full counseling services to the 175 students who most fully meet our target guidelines. Others may get partial or no counseling. J. T. and T. Y. will counsel a minimum of 1 and a maximum of 2 students.

- Limit the number of contracts we are writing with students to a maximum of 35 students per term. This policy will be reviewed in January 1974.

- Summer Objective - Using the time task analysis analyze how much time is spent on non-student related activities and develop a staffing pattern which forces counseling staff to be more available to our students. This can be accomplished by a clear understanding of the roles of J. T., S. W., and T. Y. which should free counselors from administrative functions.

- Contained in the notion of "Student Body" is our commitment to low access people - my recommendation is that between 75 - 100 of our students should be involved in "non-course" learning environments ex. Brookside.

- No more than 40 students may be involved in independent studies, OJT's and practicums.

- Maximum of 40 courses counting Windsor Prison will be running
  10 courses per town.
  1 contracting course per town
  4-7 courses at Windsor Prison

- Definition of "non courses"
  Special Events
  ABE classes
  "Learning how to Learn."

II. Vacation.

A. Christmas Vacation. Because we have a week off at Christmas, Winter planning should begin during the second week of November to give us ample time. One person will be available on site during Christmas week in the office closest to them manning the phone 9-5 for the 4 days of that week. They will be given off

II. Vacation (continuation).

the following week. This should be publicized.

b. Tom Yahn will work with coordinators to develop a sabbatical/staff revitalization program.

c. At times of the year when there is heavy night work we will schedule as a staff:

(1) New work shifts ex. 12-8
(2) New work weeks ex. 4-10 hour days
(3) A compensatory time system
(4) Taking into account adequate office coverage.

d. Anyone taking off more than 2 weeks at a time must notify T. Y. at least 2 months in advance.

III. Geographic location and expansion.

- CCV operations will concentrate on Springfield, Bellows Falls, Brattleboro and Windsor Prison.

- A maximum of 1 course per term may be run in Chester and Putney.

- Townshend, Wilmington and Whitingham.
One course in each town (maximum)
We will offer no counseling services to these students unless they will come into Brattleboro.

- By November 1973, T. Y. with the help of C. O. will have submitted a plan to C. O. for development and expansion within the Southeast site. Including information on available resources, staffing costs. To be included in next year's budget.

- Springfield office will have the staff that is needed to support the operation.

IV. Inter-Agency Institutional Linkages.

<u>Mental Health Agencies</u>

Site will establish Mental Health Paraprofessional training programs with Windsor and Windham County Mental Health with us providing students, student support, teacher support, and them providing the training.

IV. Inter-Agency Institutional Linkages. (Continuation)

Local Schools

(1) By January 1974 CCV will have established contact with the school system in Bellows Falls to identify needs of students who are graduating but won't have access to higher education. Between January and June 1974 CCV will plan with students and administration how CCV might meet some of those needs beginning in the summer and fall of 1974.

(2) Continue to use schools for space and equipment - but not exclusively.

(3) Work with local districts to clarify inter-institutional agreements on certification standards for paraprofessionals and how CCV courses and programs relate to this.

(4) In Springfield provide at least 2 courses per term that pertain to "education professions" based on student needs in that field.

(5) The coordinator will publicize CCV offerings in the area schools.

Senior Citizens Groups

We will explore whether Senior Citizen Groups offer a good place to begin programming.

By November 1974, we will:

(1) Assess whether people attending Senior Citizens Centers fall into any of our target population areas.

(2) Are they interested in CCV courses?

(3) Develop a policy on tuition for these courses - if offered.

(4) Assess the potential for Senior Citizens to be teachers and CCV helpers.

(5) Explore the desire for pre-retirement courses.

Department of Employment Security and Vocational Rehabilitation.

Each town will develop a method of joint referral
Explore Voc-Rehab resources for paying teachers

Headstart - Daycare

(1) This is a natural gathering place for those we want to reach; i.e., the mothers of the kids. We should take advantage of this by designing some kind of outreach program that happens at the centers when parents come in.

Headstart - Daycare (Continuation)

(2) By September 1974 Brattleboro and Springfield will have a specific statement of what the CCV role should be with this agency.

Vocational High Schools

A. CCV will set up at least one program (a series of courses) in conjunction with an area vocational high school.

The goal will be to:

(1) Train a group of CCV students an employable skill;
(2) Use the physical resources of the vocational high school;
(3) To develop a model program which will allow us to gain access to other vocational schools.

B. To develop by Fall of 1974 a certificate level program in at least one vocational area based on employability and potential students. This area will be identified no later than Jan. 1974.

Adult Education

Now that we are paying teachers we might have to work out new arrangements with Adult Education. Each town should work out arrangements in the following areas:

(1) How can A. E. students get credit for what they are taking with A. E. from CCV?

(2) How can A. E. and CCV not duplicate each other?

(3) If A. E. does not get minimum number of students for a course could CCV pay the same teacher to run the course?

(4) Plan for joint publicity.

Community Action

T. Y. will meet with the administration to analyze how Community College might be able to pick up and run certain educational programs which they are running if they are to be phased out.

Extension Service

In Springfield - Set up a joint project in Westview involving guest speakers, workshops, babysitting and babysitting training.

In Brattleboro - Use UVM Extension resources in setting up Vocational Programs.

Set up a joint method of publicizing activities.

Unions and Factories

(1) Make a commitment to set up a series of orientations designed to show employees how they could use CCV. Set up at least one course or learning activity around their interests. Two factories/town.
(2) Explore the interest of employees nearing retirement in organizing pre-retirement discussion groups. (M. Walker has developed a curriculum for this)

Windsor Prison

(1) Set up an educational steering committee (made up of elected inmates) which will assess needs, make recommendations on courses, help orient teachers, orient students within the prison, set up schedules for courses and coordinate all learning activities within the prison.

(2) Develop a method of involving prisoners in CCV courses after they leave the prison.

(3) Provide general educational and contract counseling (limit of 5 contracts/term)

(4) Run not less than 4 or more than 7 courses.

ABE

We will make joint referrals. We will make them aware of our course offerings.

Social Welfare

- Explore whether this agency will be a good place to identify and reach out to "low access" students.

- Explore possible funding sources thru this agency.

Other Colleges

- Mark Hopkins - Explore (a) Potential use of their facilities; (b) Possibility of joint courses; (c) Possibility of a credit bank with them.

- St. Joseph the Provider - Explore the possibility of a credit bank.

Legal Aid

Use as referral agency and source for teachers.

V. Whom Should We Serve.

- One half of our students will fit into the CCV stated "low access" guidelines.

- CCV will continue to serve all Vermonters in our area with the following conditions.

  a) "low access" ssudents get priority in cases where courses have a limited enrollment.
  b) "low access" students have priority in counseling.

- Do low income proposal approved by management team.

- Design and operate an outreach mechanism that involves low income people, students, in its planning, development, implementation and maintenance.

- Make specific staff time commitment to outreach and recruitment of "low access group"

- At least 1/2 of our students will meet at least 2 of the following criteria: (1) less than 2 years of college
  (2) low income
  (3) low self concept

- Veterans - T.Y. will get information on all Vets coming into the area.

VI. Overall Educational Approach

- Design and implement a system (questionnaires, counselors reports) that will give us knowledge of: (a) What our students want; (b) tell us how effective we are as a staff and how effective our classes are.

- Make courses available in settings that are non-threatening.

- Involve the community in planning.
  Set up and use at least one local advisory committee to help plan CCV activities in that given town: Bellows Falls.

- Students should learn how to pursue their own educational objectives. Each local area should have at least one course or workshop in "learning how to learn" or study skills each term.

- We should provide ways for people to learn that fit their life styles. Each town should be aware of running classes at times most convenient to students.

- We should not over emphasize the degree granting aspect of CCV. (See "limits of student body" goal statement).

- Our goal should be to involve all of our students in a continuous learning process, to the extent that at least half of our student body are "continuing students."

- We believe in broad based education. Counselors will encourage all students to participate in some activity that will enhance their physical fitness. This could vary from nutrition to open gym night.

- Develop the "community as classroom" concept.
  Each town should: (a) Set up workshops in which students can help other students in counseling, tutoring and writing contracts to complete; (b) Each town should gather resource lists of "experts" in given fields who students could call on for help; (c) Set up at least one local advisory board to advise us on curriculum development in an area we don't know much about, especially the vocational areas.

- Remedial Help for our students (See low income commitment)

- As a site find out why people drop out, note patterns and develop a way to deal with this.

- Long Term Program Development
  (1) CCV staff will commit a specific amount of time to defining trends in what educational resources (classes, etc.) we should offer students on a long range basis. 1st session August 10th.

  (2) Using this information to develop a long range curriculum for at least one year in advance. This will be by November 1973.

VII. Commitment to instructional objectives, credits, competency based education/documentation.

- Evaluate and revise (if necessary) our Teacher Evaluation of Student form.

- Develop an orientation process for students and teachers that will show students that their own self evaluation is not just another form to fill out but an important part of capturing what they have learned.

- Build the Student Self Evaluation process into the last night of class when staff, teacher and fellow students will be on hand to help.

- Students will know what is expected ot them in writing before the course takes place.

- (Marcia's Statement on Evaluation)